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ABSTRACT

Approximately 74% of the faculty of Arizona's public community colleges are part-time employees; many of these who teach occupational courses have been recruited from business, trades and industry, and have little background in professional educational methodology, but extensive experience in their fields. This report describes a project designed to determine the extent of current resources available and the training needs of Arizona's community college part-time occupational instructors; and in a conference setting, formulate recommendations for improved inservice delivery. Among the conference materials included are a self-assessment tool for administrators to help them determine the kinds of training appropriate for their institution, data on current inservice programs for part-time occupational instructors, results from a survey of 192 part-time occupational instructors eliciting information on the kinds of assistance and training these instructors had or would liked to have had received at the community college where they taught, selected presentations from the conference, which include a description of a part-time faculty development effort, a list of possible rewards and incentives for part-time instructors, and Performance-Based Teacher Education Modules. The recommendations generated during the conference are also presented. (AYC)

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Report On
INSERVICE NEEDS OF COMMUNITY COLLEGE PART-TIME OCCUPATIONAL INSTRUCTORS

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College of Education
University of Arizona
Tucson, Arizona

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Division of Career Education and Vocational Education

May, 1978

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85719

COLLEGE OF EDUCATION
OFFICE OF RESEARCH AND STUDY IN HIGHER EDUCATION

Letter of Transmittal

Herewith is transmitted the final report of the grant project, "Development of a Plan for Inservice Education of Community College Part-Time Occupational Instructors". In accordance with the project agreement, copies are being distributed to the public community colleges of Arizona, concerned State education offices, and other interested parties.

It is hoped that the materials contained here will be of use to community colleges and other agencies concerned with the professional development of part-time occupational instructors, and the resulting effect on instructional delivery to students. The materials included represent self-assessment items, background information on the topic of part-time instructor development, presentations from the Project Conference of February 17-18, 1978, and the recommendations produced by that Conference.

The authors wish to express their gratitude to the Arizona Department of Education, Division of Career Education and Vocational Education, for supporting this project, to the members of the advisory committee for their contribution of time and energy, and to the enthusiastic participants at the Project Conference who produced the inservice recommendations contained here.

Sincerely,

Raymond E. Schultz
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Professor of Higher Education and Project Director

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Review of Project

I. Project Background

Approximately 74% of the faculty of Arizona's public community colleges are employed on a part-time basis (SOURCE: Community, Junior and Technical College Directory, 1977). Due to the considerable emphasis placed on occupational programs in these colleges, available evidence indicates there are 1200 to 1500 part-time faculty teaching occupational courses in Arizona's community colleges. Many of these instructors, recruited from business, trades and industry, have less background in professional education methodology than do their full-time counterparts,but extensive experience in their fields of specialization. For this reason, the Arizona Department of Education, Division of Career Education and Vocational Education, provided financial support to the authors of this report to undertake an exploration of the inservice needs of community college part-time occupational instructors. Major project activities included:

1. Determining the extent of current resources available, and the training needs of Arizona's community college part-time occupational instructors. A search of the literature, and a survey of a sample of part-time occupational instructors in Arizona provided basic data for this area. Survey instruments were distributed to a sample of the segment of the state's instructional faculty. Both the literature search and the results of this survey are summarized in this report.
2. Disseminating the above information for discussion at a Phoenix conference for 40 participants concerned with community college occupational instructor training in Arizona. This conference held February 17-18 included community college administrators, state education officials, resource people, and part-time occupational instructors. It was recognized in advance that discussions must cover not only instructional materials for part-time instructors, but

support services as well. The conference record supported this dual emphasis. Selected presentations from that conference, some in summary form, are included in this report.

3. Formulating a set of recommendations, as per conference deliberations, for improved inservice delivery to this segment of occupational instructors. The "Recommendations" section of this report provides this information. In a broad sense, the complete report represents a recommendation for action on this subject.

II. Utility of the Report

Items included in this report were selected for their value to community colleges concerned with the professional development of their faculties. It is the goal of the project to contribute to improved educational services to students. Capitalizing on the potential of part-time occupational instructors was seen as contributing greatly to that end. Suggestions or recommendations made in this report are not meant to be imperatives. There is no one solution--each community college must devise its own professional development plans, on a continuing basis. Materials in this report may serve as points of departure, and hopefully will be adapted for individual college use.

SELF-ASSESSMENT TOOL

ADMINISTRATOR'S SELF-ASSESSMENT TOOL

This tool is designed to help you assess what it is appropriate for your institution to offer to part-time occupational instructors.

	YES	NO
I. General Institutional Support--Do your part-time occupational instructors (PTOI) receive:		
a catalog		
a schedule of hours		
a textbook		
an assigned administrative contact		
office space to prepare lessons		
office space to meet students		
an introduction to your community college		
info. on contacts for classroom emergencies		
info. on personnel and grievance procedures		
info. on insurance and liability		
info. on special needs students		
info. on counseling facilities		
info. on tutorial services		
II. Instructional Support--Do your PTOI receive:		
A.V. materials, at any hour that classes are offered		
reproduction facilities, at any hour classes are offered		
assistance of an instructional technologist		
opportunity to develop new courses		
school funding for field trips		
school funding for auxiliary instructional equipment		
info. on local experts for class presentations		
contact with full-time instructors		

		YES	NO
III.	Governance--Are your PTOI involved in decisions made on the following:		
	curriculum		
	class assignments		
	textbook choice		
	personnel matters		
	course evaluation		
	college policy development		
IV.	Communication--Do you offer your PTOI:		
	a newsletter		
	a PTOI handbook		
	communication with appropriate industries		
	a channel for feedback		
	involvement with vocational advisory committees		
	external communication with PTOI of other colleges		
	info. on how their course relates to the program		
V.	Professional Development--Do you offer your PTOI:		
	inservice as available to full-time faculty		
	consideration for professional growth		
	info. on new teaching materials received by the college		
	the opportunity to attend workshops or conferences		
	recognition for achievement in teaching		
IV.	Assessment--Do the answers above result in differential delivery to students, by part-time and full-time faculty		

BACKGROUND DATA:

INSERVICE PROGRAMS FOR PART-TIME OCCUPATIONAL INSTRUCTORS

I. SUMMARY OF LITERATURE SEARCH--

CURRENT INSERVICE PROGRAMS FOR COMMUNITY COLLEGE

PART-TIME OCCUPATIONAL INSTRUCTORS

A. Arizona--A Review of Arizona Vocational Education Grants to Community Colleges and Universities, for Fiscal Years 1976-1978.

Project proposals use broad language such as "upgrade competencies of post-secondary vocational business and office education teachers." Yet when final project reports list participants at the workshops, part-time teachers are rarely mentioned. For these three fiscal years, only four projects other than this one, directly affected part-time instructors in the community college system. These include:

1. The project of Carl Bartel (ASU),"Maricopa County Community College District Part-time Occupational Instructor Training Project, 1974-75".
2. A "Pilot Project for Development of Part-time Faculty at Gila Pueblo Campus", which formats the use of classroom videotapes as a self-evaluation tool for teachers.

3 & 4. Inservice education in the health sciences, as directed by Terry Clapp at NAU and John Condon at the U of A.

B. Nationwide--A Search of the Educational Resources Information Center (ERIC) and Related Data Bases.

A computer search of educational resources revealed little current effort devoted to meaningful inservice programs for part-time instructors. As Table 1 indicates, development programs rarely went beyond the minimum required to administrate college classes. Programs exceeding the this level included:

1. "The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty", by William F. Elwood, Jr., for Seminole Community College, Fla. (ED 129 395, 1976). This represents a good outline for workshops on instructional methods for part-time instructors.
2. "A Staff Development Model for Part-time Instructors", in New Directions for Community Colleges, 19, Autumn 1977. This article by Jackie Moe is a good planning model for inservice programs, based on recent staff development efforts at Eastfield College, Dallas.

TABLE 1

PROFESSIONAL DEVELOPMENT FOR PART-TIME INSTRUCTORS OFFERED BY 114 COMMUNITY COLLEGES--OF OVER 5000 HEADCOUNT

	Number	Percent
Orientation	77	68%
Division meetings	51	45%
Full-time instructors' liaison	48	42%
Workshops	32	28%
Newsletters	26	23%
Seminars	23	20%
Professional development library	10	17%
Videotape evaluation of instruction	14	12%
Instructional development funds	13	12%

(Table from "A Staff Development Model for Part-time Instructors", p. 36)

II. PROJECT SURVEY RESULTS--

(192 RESPONDENTS)

PART-TIME OCCUPATIONAL INSTRUCTORS SURVEY

1. How long have you taught part-time at the community college level?

____Semesters (including summer school semesters)

1-4 52% 9-12 9%
5-8 32% over 12 7%

2. In addition to your part-time community college position, are you currently employed full-time by a high school, community college, or university?

10% Yes--If "Yes", do you have a ____teaching position
84% No ___X___non-teaching position

3. Please indicate the highest level of formal education that you have completed.

14% high school diploma or G.E.D. 32% bachelor's degree
14% associate degree 29% graduate degree
16% technical certificate Other (please specify)_____

4. What subject(s) have you taught at the community college?

Agri. 4%; Business, Office 34%; Criminal Justice 4%; Tech., T&I 39%; Health, Science 7%; Home Ec. 5%; Other 14%

5. In what type(s) of location(s) do you usually teach?

43% urban campus 20% rural campus
32% urban off-campus 14% rural off-campus
Other (please specify) High school campus 3%

6. Do you receive assistance with and orientation to procedures for

A. securing supplies..... 78% Yes 21% No
B. securing textbooks..... 80% Yes 20% No
C. enrolling students..... 77% Yes 20% No
D. becoming certified..... 84% Yes 14% No
E. using audio-visual equipment..... 64% Yes 34% No

7. Please rate the following instructional aids and programs that you may or may not have received through your community college.

		RECEIVED		
	NOT RECEIVED	Very Helpful	Somewhat Helpful	Not Helpful
A. a course outline	50%	22%	21%	4%
B. sample course examinations	69%	14%	10%	2%
C. information on audio-visual aids available	41%	30%	20%	3%
D. commercially prepared lesson plans or tests	67%	14%	9%	6%
E. faculty development program	61%	12%	15%	5%
F. participation in inservice training or workshops	55%	14%	17%	5%
G. regular meetings with other instructors	68%	12%	12%	3%
I. other assistance (please specify)_____				

8. Please indicate your interest in utilizing the following instructional aids which might be made available to you. Check all columns that apply.

	NOW AVAILABLE	Great Interest	Moderate Interest	Little Interest
A. assistance in selection of audio-visual materials	26%	32%	27%	15%
B. assistance in planning courses	17%	30%	28%	23%
C. assistance with teaching methods	11%	35%	30%	21%
D. student evaluation of your teaching	36%	38%	19%	7%
E. supervisor's evaluation of your teaching	25%	34%	24%	11%
F. examples of lesson or course plans	18%	31%	25%	16%
G. information on how people learn	14%	41%	23%	16%
H. information on testing methods	12%	34%	30%	17%
I. information on grading methods	15%	30%	32%	17%
J. suggestions on creating student interest	11%	59%	18%	8%
K. update developments in your teaching specialty	8%	58%	16%	10%
L. other assistance (please specify)_____				

9. If you indicated interest in some instructional aids in question 8, please complete the following items. Check as many choices as interest you for each item.

A. What type of format?

59% workshops

32% short courses

64% delivery of written materials to you

Other (please specify)_____

B. When would you be willing to attend?

57% weekday evenings

19% weekday early mornings

37% Saturdays

Other (please specify)_____

C. Would you be willing to attend inservice programs

20% only with pay

70% with or without pay

D. How would you like the assistance to be provided?

22% individual attention

84% small groups

8% large faculty meeting

Other (please specify)_____

E. Where would you prefer the assistance to be made available?

60% main campus

Other (please specify) Branch campus where I teach 22%

SELECTED PRESENTATIONS FROM

THE CONFERENCE ON

INSERVICE NEEDS OF PART-TIME OCCUPATIONAL INSTRUCTORS

February 17-18, 1978

Phoenix, Arizona

I. Development of Part-Time Faculty: A Case Study

Summary of Presentation by:
Paul Walker
Instructional Resources Coordinator
Community Campus
Pima Community College

The "Community Campus" of Pima Community College bears administrative responsibility for instructional programs offered in over 50 non-campus locations throughout Pima and Santa Cruz Counties. Since this unit utilizes only part-time instructors, a development program for Community Campus Associate Faculty (CCAF) was initiated in 1977. The following information reviews the progress to date, as well as the planning for future activities.

I. Background

In the design stage (Spring, 1977), program goals were established as follows:

- Address the morale factor among CCAF, highlighting importance of the Associate Faculty role and providing improved support in several key areas.
- Develop a sense of campus identity and promote subject area emphasis among CCAF.
- Provide leadership for professional interaction among CCAF in subject areas to integrate expertise and improve instruction.
- Provide opportunities for further professional development through a series of workshops dealing with instructional roles in the Community Campus.

Several steps were taken to establish a foundation prior to initiation of specific program activities:

- Survey of CCAF to determine and prioritize needs for instructional support and professional development.
- Up-grading of the instructional support function to meet needs for; resource material, preparation of course materials, AV supplies and services and general support for faculty.
- Request for copies of existing course outlines from faculty on all District campuses for courses taught in the Community Campus.
- Design of a system for subject area coordination through leadership of Associate Subject Area Facilitators.

II. Program Activities

During the course of the Fall, 1977 and Spring, 1978 semesters, we worked with faculty in the following ways:

- Providing resource materials for faculty use in improving the instructional program.

- Providing a full-service program of instructional support, including evening access and courier service to as many instructional locations as possible.

- Selecting 16 Associate Subject Area Facilitators from among our part-time faculty, and utilizing their leadership skills for professional development activities in 37 subject areas.

Provision of these services has brought the following results:

- Dramatic increase in utilization of resources and on-going revision of course materials.

- More than 50 subject area seminar meetings involving more than half of our 377 faculty in subject area development actitivies.

- Continual faculty participation in key decisions related to instructional matters in subject areas.

- Development of composite course outlines by the 37 subject areas represented, with agreement upon these outlines as the basis for courses taught by respective subject areas in the Community Campus.

- Identification of additional learning resources needed in particular subject areas.

- Creative interaction and cross-fertilization by a talented and energetic faculty.

- Very few expressions of difficulty with instructional support services.

In addition to this extensive activity in specific subject areas, a broad program of professional development has been provided for all faculty, including:

- Ten pre-semester orientation sessions involving over 400 Associate Faculty.

- Four topical workshops involving 140 faculty and dealing with the following subjects:

  The Veteran Student and the Faculty
  The Associate Faculty Role/Student Characteristics in the Community Campus
  Audio Visual Techniques for Effective Instruction
  The Teacher as Performer

- Two development sessions for faculty needing to meet requirements of the 4-clock hour course for recertification.

Consistent evaluation of all professional development activities by those involved has proven very positive in every instance.

III. Future Prospects

It is evident that we have gained considerable growth in our professional development system and have realized significant strengthening of the instructional program during the initial two semesters of the project. The progress made with our faculty is borne out by a continued appreciative response to our efforts. It is anticipated that the function of Associate Subject Area Facilitators in working with subject areas will continue next year and that our faculty workshop series will address additional topics of interest in the future.

The skeletal efforts which have been initiated in the outlying areas of Nogales, Sells, and Ajo during this year will be broadened and intensified in the future.

II. Recognition and Rewards for Part-Time Instructors

Summary of Presentation by:
Raymond E. Schultz
Professor of Higher Education
University of Arizona

Possible rewards and incentives which facilitate part-time faculty participation in professional development activities:

I. Financial rewards and incentives.

- A. Payment of tuition and fees for formal study.
- B. Reimbursement for expenses incurred from participation in development activities.
- C. Payment for time spent participating in professional development activities.
- D. Increased salary for those completing inservice development programs or activities.

II. Financially related inducements.

- A. Increased teaching assignments.
- B. Preference for subsequent part-time teaching opportunities.
- C. Preference for full-time employment when vacancies occur.

III. Non-financial incentives and recognition.

- A. Preference for assignments in terms of time and place.
- B. Certificates of recognition for participation.
- C. Public recognition through:
  1. Faculty newsletters.
  2. News media.
  3. Include name and teaching field in institutional catalog and/or staff directories.
- D. Personal commendation.
  1. Oral.
  2. Written.
- E. Sense of personal benefit derived from professional development experiences.

III. Performance-Based Teacher Education (PBTE) Modules

A Summary of the Discussion by Conference Participants

Conferees discussed the inservice utility of the Performance-Based Teacher Education (PBTE) Modules developed by Ohio State University. The 100 booklets in this series cover all 384 professional competencies which Ohio State judged important for vocational teachers. The major categories applicable to inservice education of occupational instructors (with some sample booklet headings) are:

Instructional Planning

B-2 Write Student Performance Objectives

B-3 Develop a Lesson of Instruction

Instructional Execution

C-2 Conduct Group Discussions, Panel Discussions, and Symposia

C-7 Direct Student Laboratory Experience

C-28 Employ Programmed Instruction

Instructional Evaluation

D-2 Assess Student Performance: Knowledge

D-6 Evaluate Your Instructional Effectiveness

While complete consensus was not reached on the PBTE Modules, some points did emerge from the discussion.

1. Not all the instructional modules are appropriate for community college part-time occupational instructors. Certain useful ones could be selected for specific inservice instruction.
2. The modules are not designed to be used as totally self-directed aids. A trained resource person is required for effective utilization.
3. Even full implementation of the module approach will not meet all inservice needs of any one community college. Every college has its own unique needs.

The PBTE system should not be considered the answer for all problems.

4. The cost and utility of these modules will vary for each college employing them. Variables such as the outreach vs. campus base of the college, the number of instructors utilizing the system, the educational level of those instructors, and the dedication of the resource person all will effect the success of the module approach.

RECOMMENDATIONS
FROM THE CONFERENCE ON
INSERVICE NEEDS OF PART-TIME OCCUPATIONAL INSTRUCTORS

February 17-18, 1978

Phoenix, Arizona

RECOMMENDATIONS FOR INSERVICE DELIVERY TO
PART-TIME OCCUPATIONAL INSTRUCTORS
PRODUCED BY PARTICIPANTS AT FEBRUARY 17-18 CONFERENCE

1. Establish deliberate and continuing communication linkages between full-time and part-time faculty.

2. Include part-time faculty in the development of inservice programs designed to serve them.

3. Identify part-time representatives (as in a committee) to speak for part-timers' concerns.

4. Identify a "part-time faculty ombudsman" on each campus, who is there when part-time faculty are there.

5. Individual institutions should assume responsibility for their own inservice programs, but should coordinate with state agencies in joint efforts, whenever feasible.

6. Inservice programs for new part-time teachers are most needed; such inservice should concentrate on the basics.

7. Inservice for experienced teachers should assist them in improving their abilities.

8. Inservice development for part-time instructors should consider the differences between day and evening students.

9. Inservice workshops should include full and part-timers together.

10. A college should not give full-time faculty overload pay to work with part-timers, based on one example cited.

11. More attention by college administrators to reasonable projections for each semester might produce fewer cancelled classes, and thus fewer unhappy part-time faculty.

12. A "Bulletin" could be used to make faculty aware of administrative problems, and vice versa.

13. Meetings for part-time faculty should be scheduled considerably in advance of when they are held with notification by telephone if possible (many people hear of the meetings too late).

14. Perhaps colleges should substitute the first week of scheduled classes for orientation and inservice for part-time faculty, resulting in a paid inservice workshop.

15. All courses should have a general syllabus that part-timers can use.

16. A single approach for part-time instructors won't work. There has to be a good deal of individualization.

17. The resources of small community colleges for inservice staff development are very limited. This dictates what can be done. Special Federal grants such as Title III are very helpful.

18. Administrators should consider the special problems posed by classes that are funded through special grants and agencies. Obtaining support services such as typing services, or materials frequently must be secured through special channels.

19. In specialized areas it is not unusual for part-time instructors to be the only one who teaches a course. Providing them assistance in selecting texts becomes critical. This includes getting review copies and helping them evaluate possible texts in a systematic fashion.

20. A special problem occurs in the case of part-time instructors who can only teach periodically, due to regular work assignments. It is critical to have resources identified and passed on to the next part-time instructor of that course.

21. Part-time instructors should revise their course outlines every two or at most three years. One way to facilitate this is to offer a financial incentive to encourage such updating.

22. There is a need for a state-wide clearing house/referral. At present, an instructor, part-time (or otherwise), in one institution has no way of knowing who else in the state might have a well developed course outline. These can be very helpful as resources to developing a better course outline than would otherwise be possible.

23. Part-time instructors commented that the workshop is an excellent approach to assisting part-time instructors. Saturday meetings were identified as good times for such workshops.

24. Using "expertise" from other community colleges on an exchange basis is a worthwhile consideration. Expenses for travel would probably be the only cost.

25. Inservice workshops:
    a. Should be designed to meet individual needs
    b. Should tend toward small group activities rather than large groups
    c. Should utilize a "supermarket" delivery concept with multiple options for each part-timer, rather than one or more sessions for everyone
    d. Participation should be voluntary, and at least recognized in the personnel file
    e. The initial workshop in particular should be very good.

APPENDIX:

CONFERENCE PARTICIPANTS

PARTICIPANTS IN FEBRUARY 17-18 CONFERENCE

Ed Acuna
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Community Campus, Pima College

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Occupational Coordinator
Gila Pueblo Campus, Eastern Arizona College

James Arnold
Part-time Instructor
Pima College

Dr. Carl Bartel
Professor of Industrial Technical Education
Arizona State University

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CLEARINGHOUSE FOR
JUNIOR COLLEGES